



### Phonics Lesson Sequence

**INTRODUCE:** Explicit statement of the learning intentions for the lesson e.g. "Today we are learning to ..." followed by the success criteria for that lesson to highlight what is to be looked out for during the lesson.



**REVISIT:** Revise prior learning with the children. This should be either grapheme-phoneme correspondences (GPCs) the children are particularly struggling with, oral blending and segmentation or



**TEACH (I do):** Explicit teaching of a new grapheme-phoneme correspondence, blending, segmenting and writing skills of known GPCs or new tricky words. Explain the knowledge and model the skill, strategy or process, thinking aloud.



**PRACTISE (we do):** Guide the children through a practise activity, either in pairs or small groups. Check for understanding throughout, ensuring those who are struggling are provided with extra guidance and support.



**APPLY (you do):** After they are secure with the guided practise, children move on to an activity where they independently use their new skills. Tasks will be scaffolded when required to provide for individual needs/support required.



**ASSESS:** Note down those children who understood the learning and those who may require further support.

**Further Support:** Interventions to take place to help support those children who require extra time practising a particular GPC or skill.

**Children to be taught in specific phase groups in Year 1 and 2 to ensure all lessons are targeted appropriately to the needs and understanding of each child.**